

# Educational Project

Chelsea Elementary School



**(2019-2022)**

# The Educational Project

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## 1. Purpose and Definition of the Educational Project

The Educational project is a strategic tool through which Chelsea Elementary (CES) can define and communicate to the educational community the policy orientations, the action priorities, and the expected results to ensure the educational success for all students. It reflects the characteristics and needs of the students who attend CES and the expectations expressed in the community in terms of education. Resulting from a consensus, the Educational Project is prepared and implemented through the collaborative efforts of various stakeholders concerned with the institution: students, parents, teachers and other staff members as well as the community and school board representatives.

## 2. Legal Framework

The Education Act (EA) states that the Chelsea Elementary Educational Project must take into account the following requirements:

- Consist of the following elements (EA, Sections 37 and 97.1):
  - A description of the context in which the educational institution acts and the main challenges it faces, particularly with respect to academic success and, in the case of a vocational training centre, the relevance of the training to regional or national labour market needs;
  - The specific policy orientations of the educational institution and the objectives selected for improving student success;
  - The targets to be achieved by the end of the period covered by the educational project;
  - The indicators to be used to measure achievement of these objectives and targets;
  - The intervals at which the educational project is to be evaluated, determined in collaboration with the school board;
- Respect the students', parents' and school staff's freedom of conscience and of religion (EA, Section 37; Canadian Charter of Rights and Freedoms, Chapter 1)
- Cover a period that is harmonized with the period covered by the school board's commitment-to-success plan and the period covered by the MEES strategic plan (EA, Sections 37.1, 97.2 and 209.1);
- Where applicable, comply with the terms prescribed by the Minister to govern the coordination of the entire strategic planning process between the educational institutions, the school board and the MEES (EA, Section 459.3);
- Be consistent with the school board's commitment-to-success plan (EA, Sections 37 and 97.1).

The educational institution must also respect the equality-rights provisions of the Canadian Charter of Rights and Freedoms, namely that *“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.”*

The Universal Declaration of Human Rights states: *“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.”*

### 3. Preparation of the Educational Project

Collaborative management is based on team work. Concertation means putting fruitful collaboration into action concretely and striving for consensus. The following groups have contributed to the creation of this project document:

- School Administration
- Teaching staff
- Governing Board- parent representative
- Anti-Bullying and Violence Prevention committee – parent representative
- Community representatives

<b>Date</b>	<b>Audience</b>	<b>Communication</b>
November 1, 2018	Parents	Introduction of project and invitation to participate
January 10, 2019	Governing Board	PowerPoint outlining Project
February 1, 2019	Parents	Introduction of committee members
April 4, 2019	Steering Committee meeting	
April 11, 2019	Governing Board	Review of Committee Meeting minutes
April 13, 2019	Chelsea Staff	Minutes of April 4 <sup>th</sup> meeting shared. Feedback invited.
May 2, 2019	Steering Committee Meeting	Focus on Challenges, Orientations, Objectives
May 6, 2019	Teaching Staff	Review of project plan to date
May 10, 2019	Chelsea Staff, Steering committee, Governing Board	Draft plan distributed for feedback by groups
May 13, 2019	Teaching Staff	Cycle meetings to provide input to objectives, strategies and targets
May 14, 2019	School Council	Objectives, strategies selected from staff input for presentation to steering committee
May 15, 2019	Steering Committee meeting	Finalize project for presentation to Governing Board
May 16, 2019	Governing Board	Project submitted for approval- Approved

The Educational Project is a product of the community, so the governing board encourages the participation of students, parents, teachers, other school staff and representatives of the community and the school board. (EA, Section 7). The Chelsea Elementary Educational Project takes account of and is consistent with the Education Act of Quebec as well as the Commitment to Success Plan (2018-2022) of the Western Quebec School Board (EA, Sections 37 et 97.1)

## 4. School Context (Internal and External Environments)

The mission, vision and values outlined below represent the current adopted statements. In preparation for the Educational Project, the steering committee recognized the need to re-visit these statements and provide opportunity for input from the various community members including students, staff and parents. Given this need, the steering committee has committed to a school objective which will synthesize feedback from the various groups into new mission, vision and value statements, by 2020 which align with and highlight the current context and vision of the school.

**Mission:** Chelsea Elementary School is committed first and foremost to the students. We strive to develop each child as a well-rounded person. We aim to:

- a. Provide an atmosphere of acceptance and high expectation.
- b. Maximize every student's academic achievement.
- c. Foster each child's physical, emotional and spiritual well-being.
- d. Encourage collaboration between home, school and community.
- e. Develop a safe, positive, prosperous, and engaging learning environment.

**Vision:** Chelsea Elementary School is committed to a balanced literacy approach across the curriculum. Our vision is to develop a strong sense of student participation and appreciation for healthy lifestyles.

**Values:** Our community and staff value social and global awareness, critical thinking, mutual respect, and creativity. The key feature of our shared values is the strength of parent support of CES, our students and our teaching team. Our key values are:

- a. Respect for all, by all.
- b. Appreciate and use French as a second language.
- c. Practice critical awareness of the media.
- d. Know and understand information and communication technologies.
- e. Protect and appreciate our natural world.
- f. Adopt a healthy lifestyle.
- g. Demonstrate leadership.

**Motto:** Respect for All, by All

**School History:** Originally built in 1953, CES consisted of 14 classrooms, a multi-purpose room (stage, gym, cafeteria), and a single room for office space. Additions were completed in 1990 consisting of a much larger gym, 2 Kindergarten classrooms, a library, and an administrative section consisting of three separate office spaces. Portables were added to handle a population that grew to 450 students; however, the population declined from 450 to 260 between 1990 and 2007. The portables became a day care site but were closed to regular activity in 2008 by CES's Governing Board. They are now used for WQSB storage and are scheduled to be removed.

**Community:** Chelsea Elementary School is situated in the village of Chelsea, Quebec, part of the National Capital Region. Chelsea municipality has a population of approximately 7, 000 residents. According to the 2016 StatsCan Census, 20% of residents speak only English, 8% French only, and the majority speak both French and English (71%). This attests to the importance of Chelsea Elementary's provision of an English and French enriched program. The majority of working individuals are employed in the following sectors: community and government services, business, finance, administration, sales and services.

Gatineau Park, a natural space managed by the National Capital Commission, is located in this municipality. The residents of Chelsea appreciate the natural spaces provided by the park, the Gatineau River, and other areas within the community. The Chelsea population is committed to active lifestyles and there are many community organizations which support recreation and the protection of the natural environment. The natural environment and active orientation within the community is an asset to the school. Chelsea Elementary has active parent involvement and support for outdoor excursions and provides students with space to explore.

Currently the municipality of Chelsea is experiencing development in areas near the school. Several plots of land that were previously farmed or undeveloped are being used for residential development. A projected 800 new homes will be built in Chelsea within the next 5 years. This new expansion is increasing student population at the school.

Elementary Schools in the municipality include: Chelsea Elementary school (WQSB), Ecole du Grand Boise (CSPO), Ecole Montessori des 4 Vallee (private). Chelsea Elementary is the only English education elementary school. Numerous private preschools are operated in the area including the Garderie Montessori du 4 Vallee and Chelsea Forest School.

Parents at Chelsea Elementary school are actively engaged in their child's education and within the school and community. Parents are committed to high academic results, place an emphasis on social and moral development and expect that their children will learn in an inclusive, healthy, and respectful atmosphere. Parent interest in the overall function of the school is quite high though unmeasured: interest is manifested in parent involvement in the school's Governing Board, Home and School Association, and volunteerism in the school. Parents of CES often speak of having a sense of ownership with deep interest in seeing their values reflected in the school's programming.

## The School: 2018-2019

Total # students: 296

- 153 of female students (51.7%)
- 143 of male students (48.3%)
- 8 students in the Chelsea Center (2.7%)
- 32 students in Kindergarten (10.8%)
- 39 at risk students (13.2%)
- 24 handicapped students (8.1%)
- Socio economic ranking: 2/10
- 65 students with an Individual Education Plan (22.0%)

Chelsea Elementary Educational Project 2019 – 2022

**Classrooms:** In 2018-2019, the students are divided in 14 homerooms:

- Kindergarten: 2 groups
- Grade 1: 1 group
- Grade ½: 1 group
- Grade 2: 1 groups
- Grade 3: 2 groups
- Grade 4: 2 groups
- Grade 5: 2 groups
- Grade 6: 2 groups
- Chelsea Center

The 2019-2020 groupings are yet to be determined.

**Staff:** In 2018-2019, the staffing consists of:

- 14 homeroom teachers
- 5 French as a Second Language teachers
- 1 resource teacher
- 1 special education technician
- 8 attendants to the handicapped

**The Center:** Chelsea Elementary School Centre services eight students from the Gatineau region of the WQSB. These students come with a variety of learning challenges and physical needs which require the specialized support and programming. Their profiles include a range of developmental and learning difficulties and students within the Centre follow the CASP curriculum: Competency Based Approach to Social Participation. Chelsea Elementary is committed to making school a safe and stimulating learning environment that ensures students with special needs experience the maximum amount of integration opportunities. The Centre is an asset to the school and enriches the experience of the students and staff and fosters understanding of individual differences.

The school also offers a before and after school daycare, known as Fun Club. The Fun Club staffing consists of:

- 1 full time daycare technician
- 8 part time daycare educators
- 2 occasional daycare educators

The school also hires:

- 1 full time principal
- 1 full time secretary
- 2 full time caretakers (1 during the day and 1 during the evenings)

Note: On a total of 36 staff members, 5 are males.

The 2019-2020 staff composition is not completed at the time of this report (January 2018).

**Demographic Analysis:**

- a. Chelsea Elementary School has a MEESR socio-economic index of 2. This means that the majority of families have a mother with a high-school education (at minimum) and that the majority of parents are employed.
- b. The student population has remained stable over the past recent years:
  - 1. There are 296 students enrolled for 2018-2019
  - 2. There were 279 students enrolled for 2017-2018
  - 3. There were 291 students enrolled for 2016-2017
  - 4. There were 294 students enrolled in 2015-2016
  - 5. There were 282 students enrolled in 2014-2015
  - 6. There were 288 students enrolled in 2013-2014
  - 7. There were 277 students enrolled in 2012-2013.
- c. It is important to note that many Anglophone parents choose to educate their children in a French school, which could lead to a possible impact on enrollment in the future.
- d. Out of 296 students, 13.2% are identified “at risk”. This means that they were “at risk” of failing two or all three of the core subjects: ELA, FSL, and Math in 2018-2019.
- e. In 2017-2018, 8.9 were identified as “at-risk”
- f. In 2016-2017, 12.5% were identified as “at-risk”.
- g. In 2015-2016, 20.4 % were identified as “at-risk”.

**5. Challenges/ Strengths**

Chelsea Elementary Orientations	Strengths	Challenges
Health, Well-being and Safety	<ul style="list-style-type: none"> <li>- Emergency preparedness</li> <li>- School Climate that supports inclusion, acceptance, celebration of diversity</li> <li>- ABVP plan emphasising access to adult support, preventative strategies, clear expectations/consequences, effective follow up and tracking of incidents</li> <li>- Peer leadership opportunities, staff mentorship program</li> <li>- Mindfulness practices/physical activity incorporated into daily</li> </ul>	<ul style="list-style-type: none"> <li>- Current Mission/Vision/Values needs updating to relevance of SEL (social, emotional, learning) and inclusive orientation</li> <li>- Supporting high demand of students with social –emotional/socio-economic needs</li> <li>- Creating awareness/respect for cultural diversity with limited in-school diversity</li> <li>- Feeling of safety during transportation to and from school</li> <li>- Supervision in large yard and changing needs throughout year (ex. winter vs. spring)</li> <li>- Consistent use of Internet monitoring system</li> <li>- Signage and lights in staff parking lot</li> <li>- Emergency preparedness plan in case of</li> </ul>

	<ul style="list-style-type: none"> <li>activities</li> <li>- Extra-curricular activities</li> <li>- Snack program/food programs</li> <li>- Handicapped accessible building</li> <li>- Increased use of Internet monitoring situation</li> </ul>	<ul style="list-style-type: none"> <li>tornado</li> <li>- High temperature cooling plan (no AC)</li> <li>- CPI training all staff</li> </ul>
Student Achievement	<ul style="list-style-type: none"> <li>- Student achievement data is consistently high (above WQSB averages) in all core subjects (ELA, FSL, MATH)</li> <li>- High proportion of students who move into French Enriched program at Hadley Junior High</li> <li>- French enriched program across the cycles</li> <li>- Strong science program</li> <li>- Support and engagement of parent population</li> <li>- Connection of learning to relevant contexts, building global and environmental awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining achievement with influx of students from out of province or French school board</li> <li>- Providing and maintaining access to up-to-date technology</li> <li>- Mission, vision and values need to reflect current student needs</li> <li>- More support for students with extreme or violent behaviours</li> <li>- Limited/inadequate resource support available</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>- Highly engaged/professional staff</li> <li>- School board training opportunities –liaison with subject consultants</li> <li>- Staff participation in creation of yearly Professional Development Plan</li> <li>- Staff access to funds to support training</li> </ul>	<ul style="list-style-type: none"> <li>- Demands of workload and access to replacement staff</li> <li>- Limitations of funds for PD</li> <li>- Availability of school board based PD</li> </ul>

## 6. Grant Funding

Grants provide considerable funding for various programs at Chelsea Elementary. The following is a table of the grants that are provided by the Ministry of Education and the spending parameters outlined by grants.

<b>Grant Allotment – Chelsea Elementary School</b>	
<b>Description of Grant</b>	<b>Use in School</b>
*School Success (School Initiatives)	Funds divided for three core subjects- aligned with PD plan+ objectives
*Additional Support - Gr 2-6	Salary- to provide support to students (technician/resource)
Supporting Parents in Primary	Workshop for parents

*Purchase class readers - K - C1	Readers for K- Gr 1 classes
*Bon Pied/Good Start K5/Prim Yr. 1	Salary- support in K5 classes (technician)
*Bon Pied/Good Start K5/Prim Yr. 1	Salary- support in Grade 1 (teacher)
IEP Teacher Release	Release for teachers for working on IEPs
NTIC	Technology for teachers and classrooms (computers, smartboards)
*Anti Violence/Bullying	To support anti-bullying programs, initiatives and resources
Healthy Life Style	To promote physical activity
*Homework Assistance	Salary- to support 3 core subjects (teacher by the lesson)
*Spiritual Animation	To support community, cultural programs, well-being
*Library Books	Purchase library books- cost sharing grant 45% school- 55% MEES
Inspirational Schools	Field trips/outings
Cultural Outings	Field trips/outings as per repertoire
*Service d'accueil	Salary- French resource support- new students to QC (teacher by the lesson)
*Agent Transition	Professional services to support students' transition to school
*Reading Corner - French Materials	To purchase French readers
Integration of Technology in classroom	Provide teacher release
Teacher training- Coding	Provide teacher release
Leadership pedagogique	Provide release for PD for ICT teacher leader

## 7. MEES/WQSB OBJECTIVES within the context of CHELSEA ELEMENTARY

WQSB objective	Indicators	WQSB Target for 2022	CES Actual situation	CES target 2019 – 2020
1. Reduce to 10% the proportion of students entering secondary school at age 13 or older	Age at graduation - % of students retained/year	11.4% (WQSB commitment to Success Plan)	6.7% *based on average over previous 3 years	10%
<b>Strategies/Actions (See action Plan for further detail)</b>				
<ul style="list-style-type: none"> <li>Review retention procedure and guidelines</li> </ul>				

<ul style="list-style-type: none"> <li>Consult with complimentary service regarding individual retention situations</li> <li>Early identification and intervention of students struggling to achieve academically</li> </ul>				
2. Reduce the achievement gap between certain groups of students	Graduation and Qualification rate after 7 years of secondary school	Boys and girls: reduce the gap to 6.1 % (public and private)  EDHAA and regular students: reduce the gap to 25.3% (public only)	Data not available	School=Board target
<p><b>Strategies/Actions (See action Plan for further detail)</b></p> <ul style="list-style-type: none"> <li>Equal proportion of fiction vs. Non-fiction literacy materials in library and class libraries Ensure consistent and high expectations</li> <li>Integrated physical activity throughout day and within learning situations</li> <li>Early identification and additional teacher support for struggling students</li> <li>Monitor achievement levels for all students and ensure communication with home</li> <li>Differentiate assessment methods according to individual needs</li> </ul>				
3. Increase success rate in grade 4 elementary English	Overall success and proficiency in subject	90%	92% success rate (18/19)	92%
4. Increase success rate on grade 6 elementary English exam	Results of assessment data	90%	94%  *average of 16/17 and 17/18 cohort	90%
<p><b>Strategies/Actions (See action Plan for further detail)</b></p> <ul style="list-style-type: none"> <li>Collaboration, consultation and PD with WQSB ELA consultant</li> <li>Collaborative cycle planning</li> <li>Early Identification/intervention of remedial and enrichment opportunities</li> <li>Consistent ELA structures/strategies that scaffold learning throughout the grades (i.e. Daily 5, SoundPrints)</li> <li>Relevant literacy programs</li> <li>Clear communication between home/school</li> </ul>				
5. Increase success rate in Grade 4 elementary Math	Overall success and proficiency in subject	90%	92%  *average of 16/17 and 17/18 cohort	90%

6. Increase success rate on grade 6 elementary Math exam	Results of assessment data	85%	85%  *average of 16/17 and 17/18 cohort	90%
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**Strategies/Actions (See action Plan for further detail)**

- Collaboration, consultation, PD with WQSB Math consultant
- Collaborative cycle planning
- Increased math in STA during cycle 2 and cycle 3
- Contextualize learning and provide hands-on learning
- Provide math resource-early intervention remedial/enrichment
- Develop in school specialist to support development of best practices

7. Increase success rate in grade 4 elementary French Second Language	Overall success and proficiency in subject	90%	95%  *success rate (17/18)	90%
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8. Increase success rate on grade 6 elementary French second Language exam	Results of assessment data	90%	87.5%  *average of 16/17 and 17/18 cohort	90%
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**Strategies/Actions (See action Plan for further detail)**

- Use of consistent pedagogical frameworks for learning (ie. SigNature, AIMS)
- Provide FSL resource
- Provide French homework support during lunch or after school
- Provide small group remedial French support for out of province students
- French department planning sessions
- Incorporate and increase French Cultural activities/programming
- Collaborate, consult, PD with WQSB FSL consultant
- Contextualize learning and provide hands on learning

9. Ensure Elementary students get 60 minutes a day of activity (including physical education)	Student schedules	60 minutes/day of activity *AS OF 2019/2020	90 minutes' recess/day  Minimum 2 x 60 minute physical education/week	90 minutes recess/day 2 x 60 minutes gym /week Additional school wide running program
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**Strategies/Actions ((See action Plan for further detail)**

- Begin 10 min whole school run time/class/day
- Increase access to organized activities during recess periods
- Promote active living and wellness through messaging
- Incorporating physical movement within the classroom

## 8. Chelsea Elementary Orientations, Objectives, Targets

Chelsea Based Challenge	Orientation(s)	Objective	Indicator	Target 2019 – 2020	Current situation
Increased Social Emotional needs of students and staff	Health, Wellness and Safety  Professional Development  Student Achievement	Provide support structures to meet the social, emotional, and mental health needs of students and staff.	<ul style="list-style-type: none"> <li>- Our School Survey results</li> <li>- Number of programs provided to students and student participation</li> <li>- School Board data</li> </ul>	<ul style="list-style-type: none"> <li>- Hire dedicated Behaviour Technician</li> <li>- Increase organized programs at recess</li> <li>- Respond accordingly to school board findings and initiatives</li> <li>- Active mentorship program</li> </ul>	<ul style="list-style-type: none"> <li>- Alternate recess (grades 3-5)</li> <li>- Ultimate recess (k-2)</li> <li>- Body breaks</li> <li>- Beginning mentorship program</li> <li>- No behaviour technician</li> <li>- Higher demand than capacity for programs</li> </ul>
Limited Access and knowledge related to innovative, integrated uses of technology	Student Achievement  Professional Development	Integrate technology into curriculum objectives throughout the grades and enhance technological and media literacy	<ul style="list-style-type: none"> <li>- Staff participation in technology based PD</li> <li>- Creation an implementation of Technology plan which accounts for all grade levels</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain technology committee</li> <li>- One whole teaching staff technology PD</li> <li>- Create 5 year plan for technology integration/management</li> </ul>	<ul style="list-style-type: none"> <li>- Tech committee established</li> <li>- Limited technology use (mostly grades4-6)</li> <li>- Limited staff with up to date knowledge</li> <li>- Maintenance challenges</li> </ul>
Mission, vision and value isn't aligned with current orientation of school.	Health, wellness and safety  Student Achievement	Update Mission, Vision and Values through collaborative process with students, staff,	<ul style="list-style-type: none"> <li>- Successful adoption of new mission, vision, values</li> </ul>	<ul style="list-style-type: none"> <li>- Alignment of school culture, teaching and learning to new mission,</li> </ul>	<ul style="list-style-type: none"> <li>- Current mission, vision, values are out dated</li> </ul>

	Professional Development	parent community	- Increase in global/environmental initiatives	vision, value statement	
Hiring and retention of highly qualified FSL teachers	Student Achievement  Professional Development	Maintain/improve quality of FSL instruction	- Track success rate of first 50/50 cohort (19/20 grade 4) - Track and compare FSL teacher retention yearly vs. E1-6 staff	- FSL resource provided (dependant on staffing allocations) - Yearly participation for all students in French cultural activity - French Buddy system - Maintain/increase student exposure to French language speakers	data not available

## 9. Transmission and Distribution of the Educational Project

The Chelsea Educational Project 2019-2022 was built in collaboration with the various stakeholders. Following approval by Governing Board (May 16, 2019), the Educational Project will be submitted to the Western Quebec School Board. On July 1, 2019 the Educational Project will be made available on the school website (<http://chelsea.wqsb.qc.ca/>). At the beginning of each school year, the project will be distributed and reviewed with staff and governing board to ensure alignment of actions to the yearly objectives outlined.

## 10. Implementation and Monitoring of the Educational Project

The implementation and monitoring of the Educational Project is an ongoing throughout the year. The objectives, strategies and targets are a standing item on school council and governing board agendas. End of year assessment data is presented to staff and governing board in October each year and can influence the strategies/priorities outlined in the project. The targets outline in the Chelsea Educational Project are officially measured and reported on yearly each fall with staff and governing board.

## **11. Reporting on Educational Project**

The annual report will be shared yearly in the fall, following the distribution of academic assessment results. The results and report will be shared with staff as well as governing board and will be made available to parents on the website and by request.